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ABSTRACT

The practicum's goal was to improve the listening skills, oral reading skills, and motivation toward oral reading of six learning-disabled third-grade students with auditory deficits. An intervention plan incorporated directed lessons, filmstrips, tapes, prepractice reading sessions, motivational techniques, and various auditory-visual activities. Through the use of such assessment instruments as a classroom teacher observation survey, oral reading attitude survey, pre- and post-oral reading inventory, and weekly student evaluations, the study's results showed that all of the students made significant improvement in their word attack skills, oral reading, and motivation toward oral reading. (Author/JDD)

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PRACTICUM REPORT

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Center for the
Advancement of Education
Ed.D. Program

Improving Motivation and Skills Toward Oral Reading for Third Grade Learning Disabled Auditory Deficit Students

by

Sheri Levine

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Improving Motivation and Skills Toward Oral Reading for Third Grade Learning Disabled Auditory Deficit Students

by

Sheri Levine

Cluster XXII

A Practicum I Report Presented to the Ed. D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1987

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Approved:

June 12, 1987
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ABSTRACT

A Program for Learning Disabled Auditory Deficit Students to Improve Motivation Toward Oral Reading. Levine, Sheri D., 1987: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Oral Reading/Improving Oral Comprehension/ Motivation/Special Education/Learning Disabilities/ Visual Memory Skills/Peer Evaluation/Peer Teaching/ Behavior Modification / Prepractice Procedures in Oral Reading/Phonics/Vocabulary Development. Research reviewed substantiates that auditory perception and attention is significant in learning and in developing oral reading skills.

This practicum was designed to improve motivation and skills toward oral reading for Third Grade Specific Learning Disabled auditory deficit students attending a resource class. The primary goal was to increase the students' oral reading skills and motivation toward oral reading.

Six auditory deficit students who were exhibiting weak listening skills and poor oral reading skills were identified. The writer administered a classroom teacher observation survey, oral reading attitude survey, pre and post oral reading inventory, and weekly evaluations which coordinated with the students' oral presentations. A detailed intervention plan was developed and described. It incorportaed directed lessons, filmstrips, tapes, prepractice reading sessions, motivational techniques, and various auditory-visual activities which were conducted on a daily basis over a 12 week period.

The results of the practicum indicate that positive growth was achieved. Analysis of the data substantiates that all of the students made significant improvement in their word attack skills, oral reading, and motivation in regard to the oral reading process. The oral reading strategies provided allowed the students to have successful experiences which ultimately resulted in improved oral reading skills and self-confidence.

CHAPTER I

INTRODUCTION

Description of Community

The community in which this school is located is comprised of low income to middle income homes. The types of housing in the area range from very small single family homes, multiple-dwelling rental apartment houses, privately owned townhouses to large ranch style homes on one acre tracts of property. When one rides through the town, one gets a feeling of being in the country. Horses, cows, and pastures are visible from many of the roadways. In short, there are children from a multitude of family backgrounds and cultures attending this traditional elementary school.

The school, which was built in 1970, is comprised of the main building and nine portable classrooms. The school's population, according to administrative records, is 786. The racial percentages are: 65% Caucasian, 24% Black, and 11% Asian. Eighteen percent of the children receive free breakfast and lunch, and an additional 6% of the population receive reduced breakfast and lunch.

According to the 1983 report of the Southern Association of Colleges and Schools, 84% of the parents completed high school. College credit or Bachelor Degrees have been earned by 43% of the parents. In addition, advanced degrees have been accrued by 11% of the parent population. Most of the teachers at the school have Masters Degrees or beyond.

Although many of the mothers are employed in part-time or full-time jobs outside the home, parental involvement in the school is high. Many parents, both mothers and fathers, actively volunteer to assist teachers, or assist with school activities. It is noted that parent membership in the Parent-Teacher Association is 98%. This organization has established a "P.T.A. Store" where personalized school shirts, book bags, bumper stickers, pencils, and notebook paper are sold on a bi-weekly basis. This group has also run book fairs, candy sales, and other fundraisers to contribute revenue toward educational equipment and beautification of the school. It is evident that parent participation in outside school activities is also quite high. Many parents volunteer to assist at school skating parties, picnics, and field trips. In essence, the majority of the parents are highly motivated to help the teachers,

the students, and the school. They exude an interest in wanting to help the school, and in wanting to know about their child's progress or lack of progress.

Author's Work Setting and Role

The writer teaches a Specific Learning Disabilities Resource Class to first, second, and third grade students in a traditional public elementary school. This writer has taught for the past 19 years, and has held the following teaching positions: the regular classroom, remedial reading, resource and self-contained Specific Learning Disabilities, as well as resource and self-contained Emotionally Handicapped classes. Areas of certification held by this writer include Early Childhood Education, Elementary Education, Reading, Specific Learning Disabilities, Emotionally Handicapped, in addition to Administration and Supervision.

It is the responsibility of this writer to prepare and implement Individual Education Plans appropriate to the needs of the specific children placed in the resource class. This responsibility also includes careful monitoring of each child's progress, or lack of progress, and tailoring the child's curriculum accordingly. It is an ongoing process to constantly focus in on the unique

needs of the individual student in an attempt to remediate the deficit areas. It is essential for this writer to become familiar with the child's psychological report, educational testing, and behavioral observations. Based upon the information regarding each child's present level of performance, expectancy levels, learning strengths and deficiencies, the writer's responsibility entails developing a meaningful set of goals and short term instructional objectives for the child.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Briefly stated, the problem was that six auditory deficit, third grade, learning disabled students displayed poor oral reading, and exhibited a lack of motivation and enthusiasm toward oral reading activities.

The problem situation as it existed in the writer's school setting was that these students needed to improve their motivation and enthusiasm toward oral reading. These particular children had poor oral reading skills as well as poor listening skills. Consequently, these children exhibited a lack of motivation toward these activities. This was noted to be significant especially in the mainstream classroom.

It was this writer's belief that the regular classroom teacher was not truly cognizant of the problems that these students had, nor how to deal with them. There was not a coordinated effort being made by all of the teachers, parents, and students to participate in a positive fashion with the problem at hand. Thus, these

students were not successful in their endeavors. The students exhibited poor oral reading and poor listening skills. In turn, this affected their interest and confidence level. Under the guidance of this writer, a concrete effort was made in an attempt to remediate the problem as it existed.

Problem Documentation

There was concrete evidence available which substantiated that a problem existed for these six learning disabled students. Evidence was delineated in many forms. They included the Classroom Teacher Observation Survey (see Appendix A), report card grades, Minimum Basic Skills achievement levels of less than 90% mastery, psychological reports which all included the WISC-R with supportive subtest scores to document the auditory process disorder. The individual psychological reports established that the children had auditory process deficits. In addition, the reported Iowa Test of Basic Skills reading scores ranged from 1.7 - 2.1 for these third grade students.

It had been established by the telebinocular examination and a hearing test that both auditory and

visual acuity were within the normal range. The children were exhibiting an educationally significant discrepancy between their intellectual abilities and their actual level of academic performance. All of the children had been retained either in kindergarten, 1st grade, 2nd grade, or had been in a Pre-1st class.

This writer had numerous conferences with the regular classroom teacher regarding the situation. It was noted that these children appeared to be shy when oral participation was required for an activity. The children seemed to be embarrassed to read aloud. Thus, they did not volunteer to read orally. When they did read orally they mumbled, whispered, and omitted or changed words. The children also did not observe the punctuation marks. Both the classroom teacher and the resource room teacher concurred on the children's attitudes and lack of interest. As a result, these children avoided participation in oral reading activities. They tended to exhibit off-task behavior and appeared to lack concentration. Thus, they did not become involved in the class activity.

The classroom teacher had filled out an observation survey which concurred with the information noted (see Appendix A). The results concluded that each of the

children in the target group exhibited negative behaviors in regard to the questions posed.

Causative Analysis

The probable causes of the problem which may have fostered the situation as it existed for these students were numerous. For this target group, a major difficulty was in the area of auditory processing. Having a deficit in the auditory channel can significantly relate to school performance.

Auditory perception is important in class activities since teachers use speech as well as related equipment, such as records and tapes, as major instructional tools.

A general understanding of the auditory channel is necessary for one to comprehend what a deficit such as this might entail, and how it may hinder a child's performance and achievement. Briefly, this writer has delineated and summarized the various areas associated with the auditory channel as presented by Chalfant and Scheffelin (1969). They describe auditory perceptual problems as auditory processing dysfunctions. These areas and related descriptions include:

1. Attending to Auditory Stimuli

Does the child have the ability to focus attention in order to listen and gain meaning from the auditory stimuli presented? Does the child maintain attention, and respond to questions following an oral reading, or taped listening activity?

2. Auditory Discrimination

Does the child have the ability to indicate if two sound stimuli are the same or different?

3. Auditory Figure-Ground

Does the child have the ability to select relevant auditory stimuli from irrelevant stimuli? Can the child block out extraneous noises and focus on the assigned task?

4. Auditory Closure

Does the child have the ability to identify an auditory stimulus when part of it is missing? Can the child discriminate between sounds, and also complete words and/or sentences when they are omitted?

5. Sound Blending (A type of auditory closure)

Does the child have the ability to blend isolated sounds into words? Can the child hear and perceive isolated sounds as parts of a whole?

6. Grammatic Closure

Does the child have the ability to automatically

produce correct grammatical and syntactical language?

7. Auditory Memory

Does the child have the ability to retain or recall auditory experiences?

8. Auditory Sequential Memory

Does the child have the ability to reproduce a sequence of auditory impressions from memory? Can the child retain and recall ideas, events, letters, words, information, concepts, and directions?

9. Auditory Association

Does the child have the ability to relate spoken words and concepts to each other meaningfully? Can the child restate the main idea, and draw conclusions after listening to a story? Can the child locate an analogy, or an antonym or synonym?

Thus, it can be noted that the possible causes of the problem may be interrelated. This target group appeared to exhibit the following causes which contributed to the problem at hand. These children displayed:

1. An inability to attend to auditory stimuli
2. An inability to focus attention
3. A lack of interest and motivation
4. A lack of confidence

5. Poor oral reading skills
6. Poor word attack skills
7. Poor display of pronounciation and punctuation

It was this writer's belief that the previously described causes were the contributing factors as to why these children were not confident and successful in oral reading. It was hoped that once these problems were somewhat remediated that the students would gain in confidence and want to participate in oral reading activities.

The Related Literature

A review of the literature regarding oral reading indicated that many children need an "overall" structured program to improve their oral reading ability, enthusiasm, and self-concept.

There was a great deal of evidence to support the notion that certain perceptual skills are related to the reading process. A strong relationship has been shown to exist between auditory perceptual skills and a child's ability to progress in reading achievement (Rosner, 1971). Chall (1967) concurs and states that most primary grade reading programs concentrate on teaching decoding skills. Thus, if the child's ability to decode auditory information is hampered, the child's ability to read will also be severely hampered.

Brown (1986) states that a great many children are deficient in "purposeful listening". This means that they cannot follow directions or respond appropriately. Brown (1986) defines auditory perception as the ability to perceive and understand what is heard.

Phonology is linked to auditory perception. Research has been conducted in this area. Phonology is the study of how individual sounds make up words. This

researcher demonstrates that some learning-disabled children have difficulties in recognizing that words are composed of a blend of single sounds (Mark, Shankweiler, Liberman, and Fowler, 1977; Vellutino, 1979).

There have been studies which have attempted to establish the relationship between auditory discrimination and achievement in reading. Wolpert (1971) reported a positive relationship between poor auditory discrimination and poor reading achievement.

The importance of identifying children who have learning difficulties is vital. Poostay and Aaron (1982) discuss the usefulness of diagnosing children who are learning disabled in that the identification will depict whether the students' deficits are in the auditory or visual channel. In this way, proper reading programs can be planned for these children. This is so very important. Needless frustrations can be eliminated if the teachers are able to develop strategies which will coordinate with the children's strengths.

Certain studies indicate that impaired readers lack the skill as well as the ability to discriminate speech sounds. Durrell and Murphy (1952) state that although there are many factors which combine to

determine the child's success in learning to read, it is apparent that his ability to notice the separate sounds in spoken words is highly important. These authors explain that most children referred for clinical help in reading, due to the fact that they did not achieve beyond the first-grade level, were not able to discriminate among speech sounds in words. In addition, test results usually showed that these children did not have a hearing loss of any kind, but that they were not able to discern minute distinctions in speech sounds.

Harber (1980) examined the relationship between teaching sound blending and auditory closure skills, and the resulting oral reading performance of 76 learning disabled students. The results obtained in this study indicated that the relationship between the aforementioned was relatively small.

The focus on reading instruction, until the early part of the twentieth century in the United States, was primarily oral in content. Judd and Buswell, leading educators of this period, requested a change. This change reversed the emphasis from oral reading to silent reading instruction. There was, and still is, much justifiable support for the change (DeBoer and

Dallman, 1965; Schubert and Torgerson, 1976). The majority of reading that people do is silent. Silent instruction emphasizes meaning, rather than sound. Furthermore, the rise in the tests and measurement movement also influenced this change in reading instruction (DeBoer and Dallman, 1965).

However, the pendulum swung so far in the opposite direction that inaccurate word recognition and poor spelling skills have resulted (Harris and Sipay, 1980; Schubert and Torgerson, 1976). DeBoer and Dallman (1965) have attributed this to the fact that in silent reading, the pupil must be able to visually recognize a word, but it is not essential that he master the pronunciation.

Lapp and Flood (1983) emphasize the importance of a student's perception of himself. They cite research done by Quandt (1972) which indicates "...there is strong evidence to suggest there is a positive correlation between levels of reading achievement and self-concept" (p. 356). It has been this writer's experience that most students who have met with failure and/or are placed in low level classes usually have a poor self-image, and that improvement of this image is an essential part of the reading program. DeBoer and

Dallman (1965) stated that successful experiences with oral reading will help improve the shy child's self-confidence.

Gottlieb (1984) conducted a study to determine if peer evaluation and self-evaluation were significant factors in one's display of oral reading competence. The author incorporated the effect of social facilitation, particularly the impact of perceived evaluation and relative competence, in predicting children's oral reading performance. There were twenty-six learning disabled children in the study. The results revealed that children who read with similar-ability peers performed significantly better than when in the presence of super-ability peers.

Jamison (1985) provided opportunities for learning disabled students to self-select appropriate reading materials. The students were encouraged to form opinions about their reading and to communicate their opinions about their reading. The regular classroom teachers' observations confirmed the effectiveness of the program. They noted that as the program progressed these students were more willing to participate in oral reading experiences. The students also appeared to be more self-motivated and self-assured.

The benefits of a program in oral reading instruction which supplements the program in silent reading instruction are numerous. Research evidence concurs. The reading curriculum should include provisions for developing oral reading skills without being detrimental to the student's silent reading ability. Oral reading is a quick way for the teacher to diagnose problems and evaluate progress. It is also a good tool for the practice of oral communication since both speaking and listening skills are emphasized. An oral reading program helps in the removal of speech irregularities that are caused by mastering English as a second language, or are the results of a culturally deprived background. Effective speech patterns should develop. Oral reading can help the deficient reader, since oral practice is important in establishing a level of fluent reading. Also, oral reading is an excellent tool in which a teacher, through astute guidance, can work to improve the social adjustment of individuals, particularly with respect to improving self-image (DeBoer and Dallman, 1965; Gilliland, 1978; Zintz, 1975).

DeBoer and Dallman (1965) indicated that most of the skills that are important in proficient silent reading are also needed in effective oral reading. In

a sense, oral reading comes before silent reading. Yet, skill in word recognition, knowledge of vocabulary, and the ability to comprehend are essential to both silent and oral comprehension.

Fleisher and Jenkins (1977) had six learning disabled boys serve as subjects in a study designed to examine the effects of two instructional conditions on word recognition. In one instructional condition, students practiced reading exclusively in connected text (contextualized practice). In a second condition, reading in connected text was supplemented with drill on isolated word units (decontextualized practice). Results indicated that decontextualized practice produced significantly greater isolated word recognition and that performance following contextualized practice exceeded that of a no-instruction control. Instructional treatments did not differentially affect oral reading in context as measured by rate or accuracy.

In addition, Graham (1980) reviewed word recognition ability of learning disabled and average students. The disabled students' abilities did not differ from those of average students with matched reading level and IQ. However, these students made substantially more errors than average students matched by chronological age and

IQ. These results emphasize the need for learning disabled students to be given additional word recognition drill to increase their skill and achievement.

Williams (1976) described an instructional program that taught decoding skills to learning disabled children. This program was developed to serve as a supplement to whatever reading program is used in the classroom. The program's instructional sequence initiates with auditory tasks analyzing syllables and short words into phonemes, then blending these phonemes into syllables and words. Once proficiency in these tasks is observed, decoding is taught.

Galbreath and Feldman (1983) examined the relationship of oral reading comprehension accuracy and a contingently administered token reinforcement program used with an elementary level learning disabled student. The student earned points for each correct answer made after each oral reading session. The points could then be exchanged for rewards at the conclusion of the class. The overall results showed that the student improved his reading comprehension accuracy during the token reinforcement reading. However, there was not any mention of the child's level

of motivation, or if there was a decrease in comprehension, after the token reinforcement period was discontinued.

Harris and Sipay (1980) emphasized that whether one comprehends better when reading silently or orally depends on one's reading ability. The authors cited Rowell's (1976) study. Rowel found that "...above fourth grade, one should not be suprised to find that poor readers do best in listening. Below average readers are helped to comprehend by oral reading..." and good readers work best silently.

Originally, oral reading instruction was a lesson in which all of the students opened their books to the same page. The students were required to follow along as their peers read aloud. This was extremely boring to the competent readers. They frequently read ahead and usually were reprimanded for doing so. Poor readers felt embarrassed (Gilliland, 1978; Harris and Sipay, 1980; Stang, 1962). Students learn poor reading habits by listening to inferior readers. Listening to "...another slow reader has been blamed for the development of poor eye movement and habits of regression." There are better methods of oral reading instruction (Gilliland, 1978, p. 153).

The improvement of children's oral reading through the use of teacher modeling was studied by Smtih (1979). The author noted that the oral reading ability of three learning disabled children was positively influenced when the classroom teacher read the material orally before the child was called upon to read individually. In all cases, the students' correct and error rates for oral reading improved. The data indicated that modeling might be an appropriate intervention for children not yet proficient in oral reading.

The positive aspects of modeling good oral reading techniques was discussed by Kimmel (1983). The author described how oral reading can enrich children's lives and improve their reading skills. Kimmel (1983) also enumerated effective ways of reading to children.

Oral reading, unlike silent reading, is a social experience. It is essential that the teacher provide material that is on the students' independent reading level. Skills in oral reading can improve with instruction. Successful experience will lead to more success (DeBoer and Dallman, 1965).

Rose (1984) conducted a study on oral reading which included six elementary level learning disabled students who participated in a program that utilized systematic

prepractice procedures. The students' post achievement levels were significantly higher than the levels attained prior to the onset of the program. Therefore, it was concluded that systematic prepractice procedures correlated to higher performance levels than baseline (no prepractice). The author also noted that the listening procedure was related to higher rates of words read correctly, than was the silent procedure.

Eaton and Hansen (1983) examined the effects of phonemic elements, format, familiarity (prepractice), and sequencing on oral reading performance to 15 learning disabled students ages 9 - 12. The findings showed that familiarity with the reading material positively influenced oral reading performance. The other three variables yielded slower reading.

Gilliland (1978) distinguished the difference between the two different approaches to oral reading instruction. According to Gilliland (1978), instructional oral reading is when the teacher works with individuals or groups of two or three students. The author suggests that poems and other kinds of literature that are meant for oral appreciated can be enjoyed without fear of the harms of the old fashioned "round robin" method. Interpretive reading is when the reader will interpret

the meaning for the listener in such a way that the listener will comprehend the meaning. In instructional oral reading everyone involved has a copy of what is being read. In interpretive oral reading only the reader has a copy.

Many researchers are in agreement as to the methods, materials, and evaluation procedures that should be used when setting up a program of interpretive oral reading instruction (Bond and Tinker, 1973; DeBoer and Dallman, 1965; Gilliland, 1978; Harris and Sipay, 1980; Schubert and Togerson, 1979). These authors agree that it is important for the teacher to provide the students with a good model of proper oral reading. The teacher can read selections and/or provide opportunities for the students to listen to recorded material and follow along with corresponding printed material. Opportunities should be given to the students to select their own material. There should be an ample selection of materials on their reading level from which they may choose. Appropriate material should include poems, dialogue from favorite stories, jokes or humorous material, plays, and even work written by students. The students should have time to preread and prepare the material.

"When the teaching of oral reading is done properly, not only is interpretive reading enhanced, but also oral language patterns are improved and better silent reading results" (Bond and Tinker, 1973, p. 417). When this occurs, the students, hopefully, will gain in confidence and be motivated to voluntarily participate in the oral reading experience.

From the literature it is evident that language, attention, and auditory processes all relate in some way to the acquisition of reading performance. Yet even with years of research, no single approach has been found to eradicate oral and/or silent reading problems in children. Although the specific and golden method for teaching reading and keeping the children enthusiastic is still unknown, there appear to be certain features common in successful teaching. These features are:

1. teachers are cognizant of the children's levels and deficit areas
2. clearly stated and achievable objectives
3. teaching in small groups or individually
4. effort put forth by teachers and children in reading instruction
5. continuous assessments of progress

By keeping the above in mind when planning lessons

and teaching the children, it may be easier to develop students who feel more confident of their ability to read and consequently will choose to read as a method of learning as well as a source of enjoyment.

The need for children to have positive and enjoyable experiences in oral reading is quite essential. These experiences will give the children the opportunity to increase their confidence level for reading and/or speaking before a group. The shyness may dissipate. In turn, this may also increase the probability that these children will build their self-confidence to a level whereby they may attempt to participate in public speaking experiences.

Educators should be receptive and open-minded to the research studies in the area of oral reading. By being cognizant of various techniques and methods, a teacher can employ those that may prove beneficial to a situation. The teacher may become a motivating force which instills a desire in the children to want to participate in the oral reading and oral speaking experience.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

It was the writer's belief that if these third grade auditory deficit students would compensate for their deficits, they would learn accordingly. If these students were properly guided and directed, they would become motivated and feel much better about themselves.

The purpose of this practicum was to increase the children's listening skills and oral reading skills. In turn, the children would then increase their motivation and enthusiasm toward oral reading.

Behavioral Expectations

The following specific objectives were projected for this practicum:

1. The students will attend to auditory stimuli and focus upon the speaker and listening material. By teacher observation, the writer will give each child a Smiley Face if the child continues to look at the speaker who is reading a story aloud (see Appendix B).

2. The students will increase their ability to recognize and pronounce vocabulary words and phoneme-grapheme correspondence flash cards, without hesitation, with 90% accuracy for three days in succession. Each day the teacher will record the number of words recited correctly by the student (see Appendix C).

3. The students will increase their motivation and enthusiasm toward oral reading in that they will volunteer readily to read aloud during a filmstrip presentation. The teacher will allow the student to color in a star on their personal Super Star paper, if they volunteer to read aloud a descriptive sentence on a filmstrip. This filmstrip activity will be utilized once per week (see Appendix D).

4. The students will observe the proper punctuation when reading orally. By teacher observation the teacher will evaluate and record designated points, once per week, on the Oral Reading Weekly Evaluation (see Appendix E).

5. The students will read aloud with expression and enthusiasm. By teacher observation, the teacher will evaluate and record pre-designated points, once per week, on the Oral Reading Weekly Evaluation (see Appendix E).

6. The students will be constructively critical of their classmates and their own oral reading when asked to do so. Each week, the students, as a group, will evaluate each other after the oral presentation by utilizing the Oral Reading Weekly Evaluation (see Appendix E).

Evaluation Instruments

To measure the objectives as mentioned previously, this writer employed the use of various techniques and instruments.

In order to measure objective one, the writer noted if the student continued to look at the person reading during story time. Did the child look involved? Did the child smile or frown? Did the child appear to be paying attention at all? The child who attended to the auditory stimuli and focused upon the listening material received a Smiley Face at the conclusion of the story time (see Appendix B). At the end of the twelve week period, it was hoped that each child would receive a happy face, four out of five days of the week.

In order to measure the expected changes as stated in objective two, an analysis of correct vocabulary and phoneme-grapheme correspondences attained was established.

The Dolch Basic Sight Vocabulary was utilized initially. Each pile included 44 words. The students who completed all of these words successfully then had new vocabulary words from the basal reader. This constituted the next "flash" pile. For the child to proceed to the next vocabulary "flash" pile, the child had to achieve 90% mastery of the total number of words in the pile for three days in succession. This was a daily activity. After reciting the words, the student had to count the number of correctly read word cards. The student observed as the writer indicated the number of correct responses on the Student's Daily Flash Record Sheet (see Appendix C).

In order to measure the child's oral reading ability, the author administered the Macmillan's Series-R Initial Placement Oral Reading Inventory. This writer chose to use this inventory since the Macmillan Series-R is the county-wide reading basal series that is used with all students. This inventory not only determined the instructional reading level of the student, but it also aided in diagnosing individual student's reading problems. This was administered as a pre-test and as a post-test at the end of the 12 weeks. It was hoped that each child would decrease their oral reading errors by 40% (see Appendix F).

The Oral Reading Weekly Evaluation was utilized to measure objectives four and five (see Appendix E). Did the student observe the proper punctuation when reading orally and did the student read with enthusiasm and expression? A minimum increase of 12 points to the total score achieved during the twelfth week, as opposed to the score initially earned during the first week would indicate that the child had achieved the objectives.

The Oral Reading Attitude Survey measured the students' motivation and enthusiasm toward oral reading (see Appendix G). This survey was administered at the onset and at the conclusion of the practicum. It was a written survey, but the teacher read it aloud to the students prior to having the students complete it on their own. In this way all of the students had the opportunity to ask pertinent questions. This author hoped that the six students would have gained enough confidence in respect to their oral reading ability that 70% of the negative responses given on the initial survey would become positive responses when the post survey was given (see Appendix G).

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Upon examination of the thought provoking research encountered in the literature, it was evident that certain ideas were somewhat applicable to the proposed solution strategy. This strategy incorporated various thoughts described by other researchers as well as innovative and creative ideas of this writer.

This writer believed that these six children with auditory deficits would attend to the oral stimuli in a more positive manner if they had an understanding of why and for what specific items or answers they were listening. Brown (1986) contends that many youngsters do not have the ability to engage in "purposeful" listening. It was this author's desire to instruct the children on how to listen in a "purposeful" manner. By having the children take an active role in the Weekly Evaluations of their peers, perhaps this type of listening was developed (see Appendix G).

There is a great deal of research which elaborates

upon the ability to auditorily discriminate speech sounds and to recognize that words are composed of a blend of sounds (Mark, Shankweiler, Liberman, and Fowler, 1977; Vellutino, 1979; Wolper, 1971; Durrell and Murphy, 1952; and Williams, 1976). The aforementioned maintain that this is a vital process necessary for a child's success in reading. Harber (1980) also believes this to be true. However, the results of that study reveal that reading performance and instruction in sound blending yielded only a slight positive relationship. Despite this one particular study cited whose positive results were small, the previously mentioned authors are adamant in their defense. It is this writer's belief that it is essential to increase a child's ability to blend sounds to form words and that word attack skills are an integral part of the reading process.

In order to develop sight and reading vocabulary, Graham (1980), and Williams (1976) both studied the effects of word recognition drill on learning disabled students. Both authors concur that it is important for these students to be given additional drill to aim to increase their word attack skills and achievement. This writer believes that this is true, and that each child

should be afforded every opportunity to do so. If the child gets positive results from this daily practice, perhaps the child's motivation and enthusiasm toward oral reading will result.

With increased achievement in reading, a child will feel more confident and will have a better self-concept. Research conducted by Lapp and Flood (1983), DeBoer and Dallman (1965), Quandt (1972), Zintz (1975), and Gilliland (1978) substantiate these findings. It is also this writer's belief that this is true.

In addition, Gottlieb (1984) and Jamison (1985) also discuss increased self-confidence and self-motivation. This is achieved through opportunities to self-select oral reading materials and to communicate opinions regarding the oral reading. Gottlieb (1984), also, indicates in the results that the children had more fluent reading when they performed with children of similar ability. Futhermore, this writer concurs with Gottlieb (1984) and Jamison (1985), in that guided self-selection of materials, as well as peer evaluation, is important.

Smith (1979) and Kimmel (1983) have elaborated upon the positive effects of good oral reading. Bond

and Tinker (1973), DeBoer and Dallman (1965), Gilliland (1978), Schubert and Togerson (1979), and Harris and Sipay (1980) also concur on the effects of good oral reading examples to children. This writer is in agreement that good oral reading techniques provide excellent examples for the children, and that it is essential to expose the children to many examples of interpretive oral reading whereby expression and modulation of the voice are emphasized to increase awareness of punctuation, humor, fear, etc. In time modeling may prove to be an effective means of improving the children's oral reading skill.

The opportunity to practice preselected material prior to giving a weekly presentation has proven beneficial. Eaton and Hansen (1983), and Rose (1984) incorporated prepractice sessions into their research. Both studies concluded that familiarity with the material yielded better oral reading performance levels.

In the literature, it was noted that Galbreath and Feldman (1983) utilized an immediate point and reward system to increase motivation for positive oral reading and comprehension performance. This writer concurs that children need positive reinforcement for work well done. This is usually the incentive that many children need to

guide them in the direction of self-motivation and toward oral reading proficiency and enjoyment.

The message expressed by DeBoer and Dallman (1965) appears quite apropos to this discussion - A successful experience will lead to more success. As educators, it is this writer's belief that this should be the goal. This writer's goal was and is for the children to be successful. It is to their benefit and to this society's benefit. The children are our future. Every educational opportunity that is possible must be planned for and designed to meet their individual educational needs. It was this writer's goal that this solution strategy would provide this target population with successful experiences in oral reading in order to improve these students' self-confidence, motivation, and overall participation.

Description of Selected Solutions

Based upon this writer's creative ideas and those presented in the literature, a new solution strategy was emerged. It was this writer's belief that by incorporating additional innovative techniques to those previously discussed, a successful solution could be achieved. It was this premise that served as the basis

for this writer's strategy.

Report of Action Taken

The strategy developed by this writer was implemented for twelve weeks, beginning on Monday, Jan. 19th, 1987 through Friday, April 10th, 1987. This practicum involved six third grade students who attended a Specific Learning Disabilities Resource Class for two and one half hours daily. There were specific activities for each day of the school week. Any pertinent information or anecdotals were recorded daily, as deemed necessary. The evaluations were an on-going process, both on a daily and weekly basis. Final analysis was tabulated at the conclusion of the specified twelve week period.

Due to the fact that these six children had been staffed, following county, state, and federal guidelines, into this Specific Learning Disabilities Resource Class, it was not necessary to obtain further permission for the students to be involved in these classroom activities.

The reading materials and equipment that were utilized for this strategy were supplied by the school librarian and this writer. The solution plan that was implemented took place in the writer's Specific Learning

Disability Resource Classroom.

Monday

Week One

1. The purpose of this practicum was explained to the students. The Oral Reading Attitude Survey (see Appendix G) was then administered to the students. The teacher initially reviewed the questions orally with the students to be sure that they understood what was being asked.

2. The "Flash" activity was explained to the students. The "Flash" activity was conducted daily: Weeks One - Twelve.

The author explained the phonics and vocabulary "Flash" activity which would be conducted as part of the program. Each student would be expected to pronounce words and phoneme-grapheme sounds orally. Ninety percent mastery for three days in succession would allow the student to proceed to the next level. It was hoped that this activity would encourage increased vocabulary recognition and phonetic familiarity when the student attempted to decode an unfamiliar word.

3. The students used the Language Master daily: Weeks One - Twelve. The piles of word cards were coordinated with the "Flash" pile that the students were each studying. This gave the students additional practice

with their words and utilized auditory and visual channels simultaneously.

4. The oral reading activity was explained to the students. The activity was initiated each Monday with culmination of the oral presentation each Friday: Weeks One - Twelve.

A discussion was held regarding the type of reading the students were expected to strive for on Friday. The students were all given samples of the Weekly Evaluation (Appendix E). All the 10 areas were discussed. This writer demonstrated, in an overemphasized fashion, what each item meant. The students were reminded to refer to this list as they practiced their selections during the week, as this was the list that their classmates and the teacher would use to rate each student's performance. The students were also told that this writer would listen to them and would offer assistance when they practiced if they so desired. The students were told to select any poem that they wanted from what was provided by the teacher. The students were also told that the selection's duration for that week should take approximately one minute. This author provided a large array of materials from which the students had the

opportunity to choose.

Refer below to Item 6: Weeks One - Three for materials provided to the students for their oral reading. Originally, the students were going to read the poetry aloud. However, it was suggested to the writer that the students might gain added confidence if they memorized the selected poem. Thus, for Weeks Two and Three the students recited their selections from memory.

5. The writer administered the Macmillan Series-R Initial Placement Oral Reading Inventory individually to each child (see Appendix F).

6. The teacher explained the daily oral reading activity that was to be conducted by the teacher during Weeks One - Twelve.

It was explained to the students that each of them would receive a Smiley Face if they maintained eye contact with the teacher during the daily oral reading activity. The Smiley Faces were displayed on the bulletin board on a chart entitled "Did I Look at the Speaker?" (see Appendix B).

The material that was utilized for the teacher's oral reading activity was as follows:

Weeks One - Three:

Poetry (approximately one minute in duration)

Shel Silverstein: A Light in the Attic and Where the Sidewalk Ends; Bill Martin, Jr.: Sounds of Laughter and Sounds Around the Clock; Ernest Nister: The Children's Picture Book and Magic Windows; Grosset and Dunlop Publishers: A Treasure Book of Rhymes.

Weeks Four - Six:

Excerpts from short stories published in: Children's Playmate Magazine; Highlights for Children Magazine; 3-2-1 Contact Magazine; Cricket The Magazine for Children.

Weeks Seven and Eight:

Short stories published by Ladybird Book, Loughborough, England. "Read it Yourself", The Elves and the Shoemaker; Wizard of Oz; The Magic Porridge Pot; The Magic Paintbrush; A Second Book of Aesop's Fables; The Pied Piper of Hamelin; Ananse and the Sky God. Various selctions from Peggy Parish's Amelia Bedelia Series.

Weeks Nine and Ten:

Continuation stories that lasted for two - three days. Stories published by Ladybird Books, Loughborough, England. William Tell; Aladdin and

His Wonderful Lamp; Ali Baba and the Forty Thieves.

Weeks Eleven and Twelve:

Continuation stories that were initiated on Monday and completed on Friday. Patricia Reilly Griff's Series: The Kids of the Polk Street School.

Book 1: The Beast in Ms. Rooney's Room

Book 3: The Candy Corn Contest

Tuesday

Weeks One - Twelve

1. Prepractice Activity

Each student had the opportunity to have the teacher read individually to them the selected poem, short story, etc. The student also had the opportunity to read it to the teacher.

2. "Read-Along" Story Tape Activity

The writer utilized a different "Read-Along" story-tape for the students each week. The students wore headsets and read-along as the tape told the story. This activity, hopefully, gave the students additional stimulation and motivation to listen to good examples of oral reading. By using the book in conjunction with the tape, the children had a better chance to focus their attention to the auditory stimuli. The "Read-Along" story-tapes that were incorporated into the program were:

A. Heidi

B. The Ugly Duckling

C. Pinocchio

D. The Emperor's New Clothes

E. Rapunzel

F. The Magic Stone

G. Mary Poppins

H. Lady and the Tramp

I. Huckleberry Finn

J. Treasure Island

K. E. T.

L. Robinson Crusoe

3. Daily Flash Activity and Language Master

4. Oral Reading by the Teacher

Wednesday

Weeks One - Twelve

1. Filmstrip Activity

The writer showed a filmstrip to the students. The filmstrip had descriptive sentences captioning the pictures. The students who volunteered to read the sentences aloud to the class on an individual basis were given the privilege of coloring in a star on their Super Star paper which was posted on the bulletin board (see Appendix D).

2. Prepractice Activity

3. Daily Flash Activity and Language Master

4. Oral Reading Activity by the Teacher

Thursday

Weeks One - Twelve

1. Prepractice Activity Taping Session

Each student had the opportunity to practice the oral reading selection of the week with the use of a tape recorder and a headset. This writer's classroom has a small room, off to the side, that was utilized for just this purpose. During the session each student was personally able to listen to their own oral reading.

2. Daily Flash Activity and Language Master

3. Oral Reading Activity by the Teacher

Friday

Weeks One - Twelve

1. Oral Reading Presentation

Prior to the students' recitations, the writer reviewed what each of the questions on the Oral Reading Weekly Evaluation meant (see Appendix E). The writer gave examples of what constituted a five point rating and what was indicative of three points or lower.

The writer recorded each student's demonstration on an individual tape. In this way, each student was

able to hear the improvement or lack of improvement as the strategy progressed.

After each speaker's recitation, the writer read the evaluation questions and the class decided upon the point value for each question. The writer also completed an evaluation, but did not tell the class the points earned by each student.

2. Daily Flash Activity and Language Master

3. Oral Reading Activity by the Teacher

Monday

Weeks Two - Twelve

On Monday of the second week, and subsequent weeks, the individual students had the opportunity to listen to their personal tape from the previous Friday and review their classmates' evaluation, as well as that of the writer. Each student tabulated the total scores and recorded them in the designated folder.

On Monday of Weeks Four - Twelve, the students were also given time to select the material that they would read orally on Friday. As stated previously, certain materials lend themselves to worthwhile oral reading. These materials were provided by the writer and the school librarian. The category of poetry was devoted to Weeks One - Three. Thereafter the following literature

was utilized:

Weeks Four and Five:

3-2-1- Contact Magazine: Monthly Features, Any Questions, Tomorrow's News Today; Playmate Magazine: Monthly Features, Just Picture It, Jokes and Riddles

Weeks Six, Seven, and Eight:

Excerpts from short stories as published in Cricket - The Magazine for Children, 3-2-1 Contact Magazine, Highlights for Children, and Playmate Magazine

Weeks Nine and Ten:

Excerpts from feature stories and articles as published in Odyssey - The Young People's Magazine of Astronomy and Outer Space, Ranger Rick Magazine which is published by the National Wildlife Federation, and Highlights for Children

Weeks Eleven and Twelve:

The students had Carte Blanche to select from any one of the previously mentioned types of literature, in addition to excerpts from library books that they may have been reading and wanted to share. See Monday, Week One for additional activities.

Tuesday, Wednesday, Thursday

Weeks Two - Twelve

See Tuesday, Wednesday, and Thursday, Week One for activities.

Friday

Weeks Two - Twelve

See Friday, Week One for activities.

Week Twelve - In addition, on the twelfth Friday, the students completed the Oral Reading Attitude Survey (see Appendix G). The writer also administered the Macmillan Series-R Initial Placement Inventory to the students to ascertain if they had decreased their oral reading errors (see Appendix J).

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

By analyzing the findings of this planned program, results indicate that the children increased their oral reading skills and listening skills. Consequently, the children appear to have increased their motivation and enthusiasm toward oral reading. In order to analyze the results of the proposed objectives, charts were utilized to clearly depict the results obtained.

Objective one was stated as: The students will attend to auditory stimuli and focus upon the speaker and listening material. The form of measurement utilized to ascertain if the students achieved this objective was that the writer gave each child a Smiley Face if the child continued to look at the speaker who was reading the story aloud. The writer also observed to see if the child looked involved and appeared to be attentive to the listening material being presented. It can be noted from the compiled results of the individual Smiley Face Charts that by week six, five of the six students had

received positive recognition for at least four of the five days. Student Four was absent approximately twice a week. Therefore, the child did not obtain as many Smiley Faces as was possible (see Appendix H).

Objective two was stated as: The students will increase their ability to recognize and pronounce vocabulary words and phoneme-grapheme correspondence flash cards, without hesitation with 90% accuracy for three days in succession. All of the students that were involved in this program successfully completed the Dolch Sight Vocabulary List. Four of the students were on the second vocabulary list from the Macmillan basal reader, while two of the students were on the third list. All of the students successfully completed phoneme-grapheme correspondence flash for vowel and consonant letters, in addition to blends and consonant digraphs. Furthermore, two of the students were on their way to mastery of prefixes and suffixes.

Objective three was stated as: The students will increase their motivation toward oral reading in that they will volunteer readily to read aloud during the weekly filmstrip presentation. The form of measurement utilized to discern if the students were participating voluntarily in the filmstrip oral reading activity was

depicted by the Super Star Student Record Sheet (see Appendix D). Although the activity was only done once per week, it is evident that individual children did receive more than one star during each session (see Appendix I).

As the program progressed from Weeks One - Twelve, student participation increased greatly. Sometimes the students received between one and five stars per filmstrip activity. Although Students One, Two, and Four were hesitant to participate in the activity the first two weeks, by week three they all took part. Student Four received a zero for weeks four and five due to absenteeism, as did Student Three for week four. The student who participated with the most fervor was Student Six. However, during the 12 week implementation obvious growth in participation was achieved by all students.

This writer attributes the lack of participation during the initial weeks to shyness and fear of failure. As the students realized that they would not be called upon to read, and that the teacher would read the captions if there was not a volunteer, the individual participation increased. As the weeks went by the students understood that the teacher would supply a

difficult word and they could then complete the caption successfully.

The Super Star Record Sheet (see Appendix D) that was displayed on the classroom bulletin board truly acted as a motivational force. After each filmstrip session, the students used markers to color in their individual stars for their volunteer participation. They became eager to see who would be the one to complete the first row of stars, and subsequent rows. The student really showed a sense of inner happiness when their faces beamed after coloring in their charts.

The pre-test and post-test results of the Macmillan Series-R Oral Reading Inventory were tabulated to determine if the students decreased their oral reading errors by 40 percent. It can be noted that all of the students achieved this percentage. However, Students One, Two, and Three decreased their oral reading errors by 50 percent, and Student Six had a 60 percent decrease (see Appendix J).

These Weekly Evaluation Scores that the students earned were tabulated for week one and week twelve (see Appendix K). These scores were arrived at by the students' peers and by the teacher.

Objectives four, five, and six aimed to increase

the ability of the students to read orally with proper punctuation and expression. Its aim was also to develop a sense of constructive criticism toward their personal oral reading, as well as that of their classmates. The Oral Reading Weekly Evaluation measured this growth.

This Oral Reading Weekly Evaluation was projected to show a minimum increase of at least twelve points on the Weekly Evaluation Scores (see Appendix K). According to this writer's weekly evaluations of the students, the mean of the group was 21.8 at the onset, and 35.6 at the conclusion of the implementation. The students' weekly evaluations of each other showed a mean of 20.3 the first week and a mean of 32.6 the final week. Therefore, it can be stated that this target group improved their oral reading ability.

The results between the Oral Reading Attitude Survey (see Appendix G) which was administered during the first week and then again during the final week indicated that the students really felt more confident about their oral reading ability after being involved in the program. The results of the post survey indicated that all six of the students gained enough confidence regarding their oral reading ability, as more than 70 percent of the

responses were now positive as opposed to the negative responses given on the pre-survey.

On the initial Oral Reading Attitude Survey, all of the students indicated that they were nervous when they read orally, lacked confidence, and often hesitated when they read aloud. Even when the writer questioned them orally about their feelings, they really did not want to even discuss the topic.

However, on the final survey, all of the students had changed their attitude toward oral reading. Their responses reflected attitudes toward being more self-confident, less nervous, and more willing to read aloud to younger children. The students indicated that they felt more aware of the punctuation marks and of inflecting their voices accordingly. They even felt that other people might enjoy listening to their oral reading now. On the section for additional comments, the students wrote that they liked having the teacher provide the materials from which they could select as they know it was material that they would be able to read. Three of the students commented that they do not particularly care to go to the library. They stated that they feel confused with the multitude of books and are often too embarrassed to ask someone for assistance.

Another significant comment noted was that the students liked having an opportunity during classtime to practice their selection before presenting it to the class. The students appeared positive about being able to use the tape recorder to practice the material. They liked having immediate feedback as to how they sounded. Furthermore, the students commented that they did feel substantially more confident about reading aloud in front of a group.

Discussion and Conclusions

The original objectives of this strategy were to improve the students' oral reading ability, their motivation and enthusiasm toward oral reading, as well as their listening skills and the ability to speak in front of others. The method utilized to ascertain if there was an improvement in oral reading, and in turn, a decrease in the number of errors proved positive. The results of the Macmillan Series-R Oral Reading Inventory indicated that oral reading skills improved. All other forms of evaluation utilized for this strategy also indicate that this undertaking was successful. The Smiley Face Chart gave the students the initial and continuous incentive to focus their attention on the

speaker. The Super Star Record Sheet stimulated and motivated the students to volunteer to read orally. The weekly evaluations for oral reading performance indicated that the students all improved at least twelve points during the twelve week instructional period. This was evident in the scores attained both by the peer evaluations and the writer's evaluations. Therefore, it can be concluded that the students, as a group, improved their listening skills and oral reading skills.

Furthermore, the post evaluation survey indicated an improvement in the students' opinions of their oral reading ability, as well as their confidence level in reading to others. Taking all of this into consideration, this writer concludes that the students' self-concepts must have improved to a certain degree.

The increased development of the children's sight and reading vocabulary, as well as phoneme-grapheme correspondences, was enhanced through repetitive recognition drill. Additional practice was also given through the use of the Language Master. The results of these activities were positive and have led the writer to concur with Graham (1980) and Williamson (1976) who maintain that learning disabled students should be

exposed to this activity for increased word attack skills and achievement.

The vocabulary and phonics activity further involved the students in that they were responsible for counting their correct response word cards. It was a hands on experience and seemed to give the students a sense of being in control of their cards. Thus, they really gave a great deal of effort to aiming to master the cards quickly. They even began to write down the words that they were missing so they could study them at home. This seemed to keep the students on a motivational high as they wanted to surpass their classmates and proceed to the next reading list.

The positive results obtained in regard to increased self-motivation, self-confidence, and more fluent reading are in agreement with the research conducted by Gottlieb (1984) and Jamison (1985). The children achieved these goals by self-selecting their individual oral reading materials, sharing peer opinions regarding the oral reading presentation, and being grouped with children of similar ability. These activites were a major segment of this writer's program. The target group was comprised of students of similar age and ability. These students expressed that they liked having the weekly

opportunity for guided self-selection of materials and peer evaluation. They also stated that they now read to siblings at home because they felt like "better readers".

Incorporated into the program was daily oral reading by the teacher to the target group. This writer believes that this activity gave the students many opportunities to observe and listen to good oral reading techniques. The story tapes and accompanying "word-by-word" books was another activity in which the target group participated. The students appeared to enjoy the activities and became less self-conscious about using expression when reading aloud. Thus, this writer concurs with the positive benefits of good oral reading as enumerated by Bond and Tinker (1973), Gilliland (1978), DeBoer and Dallman (1965), Smith (1979), Kimmel (1983), Harris and Sipay (1980), and Schubert and Torgerson (1979).

The value of the prepractice sessions proved noteworthy. The students stated that they liked the sessions whereby they were able to use a tape recorder and listen to their actual oral reading. The target group indicated many times that this helped them to prepare for their oral presentations. This is in agreement with Hansen (1983), and Rose (1984) who both utilized prepractice

sessions, and stated in their results that these sessions aided the students in delivering a better oral reading performance.

Overall comments from the mainstream teachers and the children's parents have been positive. The mainstream teachers have noticed increased participation in oral reading activities. Several of the parents have mentioned that their children have requested that they purchase "read-along" story books and tapes. Furthermore, both parents and teachers have noticed that the students are maintaining better eye contact when listening to someone speak. It was the intent of this writer to keep the mainstream teachers and parents aware of the children's ongoing program and accompanying activities. In this way, they felt involved and were better able to aid the children if they needed assistance.

All in all, it is this writer's belief that the constant positive reinforcement that the children received for their fine work was a motivating force that gave the children the desire to increase their oral reading ability and motivation toward the activity. The Smiley Faces, Super Stars, and their rise in personal weekly scores were the stimuli the children needed to maintain a certain degree of enthusiasm. It was evident that the children

personally achieved a sense of self-satisfaction for work well done. The students' cognizance of the program and their participation in this strategy has hopefully led them to develop an increased understanding toward themselves and others in regard to the total oral reading experience.

It is this writer's opinion that the directed skill instruction and structured follow-up activities conducted each week attributed to the positive results that were achieved by the students. They had more confidence to read orally as they were constantly being exposed to proper oral reading techniques. The students were also afforded the opportunity to practice the oral reading techniques being taught. Taking everything into consideration, this writer concludes that the program was, indeed, a success.

Recommendations

Based on the positive results of the program, the writer will continue its use for the remainder of this school term, and once again, during the coming school year.

The following recommendations are, therefore, made:

1. Use a variety of materials and equipment.
2. Keep activities brief to avoid disinterest.
3. Allow the students to participate in the selection of their materials.
4. Use prepared tapes to follow along with reading materials.
5. Encourage student participation and class interaction.
6. Provide daily interaction between the teacher and students in order to give assistance, and to monitor progress.
7. Obtain the assistance of the school librarian to aid in the selection of appropriate and interesting reading materials.
8. Let the students know about the program at its onset, and what is expected of them.
9. Let the students know that their effort and progress is noteworthy.

Dissemination

This writer has very positive feelings regarding the results of this study and its implications for developing a greater degree of confidence toward oral reading and the total reading process. Thus, it is the intent of the writer to conduct a faculty meeting with the specifically involved mainstream teachers, the reading teachers, and the other exceptional education personnel in the school where this study originated to discuss the program and

the results obtained. In addition, the County Area Program Monitor for Exceptional Education will be invited. In this way, the Program Monitor may be able to relate the outcomes of the implementation to other educators who are experiencing similar circumstances in other schools.

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APPENDIX A

CLASSROOM TEACHER OBSERVATION SURVEY

APPENDIX A

CLASSROOM TEACHER OBSERVATION SURVEY

		YES	NO
1.	Does the student participate in oral reading activities?		
2.	Does the student participate in class discussions?		
3.	Does the student appear to like reading independently?		
4.	Does the student show enthusiasm towards any reading material?		
5.	Does the student appear to be embarrased to read aloud?		
6.	Does the student volunteer to read aloud?		
7.	Does the student mumble, whisper, omit, or change words when reading?		
8.	Does the student observe punctuation marks?		
9.	Does the student focus attention on the person speaking?		
10.	Does the student exhibit frustration when reading orally?		
	TOTALS		

_____
Student Name

_____ _____
Teacher Grade

_____
Date

COMMENTS: _____

_____

APPENDIX B

DID I LOOK AT THE SPEAKER CHART?

APPENDIX B

DID I LOOK AT THE SPEAKER?

☺ : maintains eye contact

		WEEKS											
		1	2	3	4	5	6	7	8	9	10	11	12
	M												
	T												
	W												
	T												
	F												
	M												
	T												
	W												
	T												
	F												
	M												
	T												
	W												
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	F												
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	W												
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	F												
	M												
	T												
	W												
	T												
	F												
	M												
	T												
	W												
	T												
	F												

APPENDIX C

FLASH RECORD SHEET

APPENDIX C

FLASH FOR ______________________________
Student Name

DATE	# IN DOLCH PILE	DOLCH PILE	# CORRECT	# INCORRECT	# OF PHONEMES/GRAPHEMES	# CORRECT	# INCORRECT

APPENDIX D

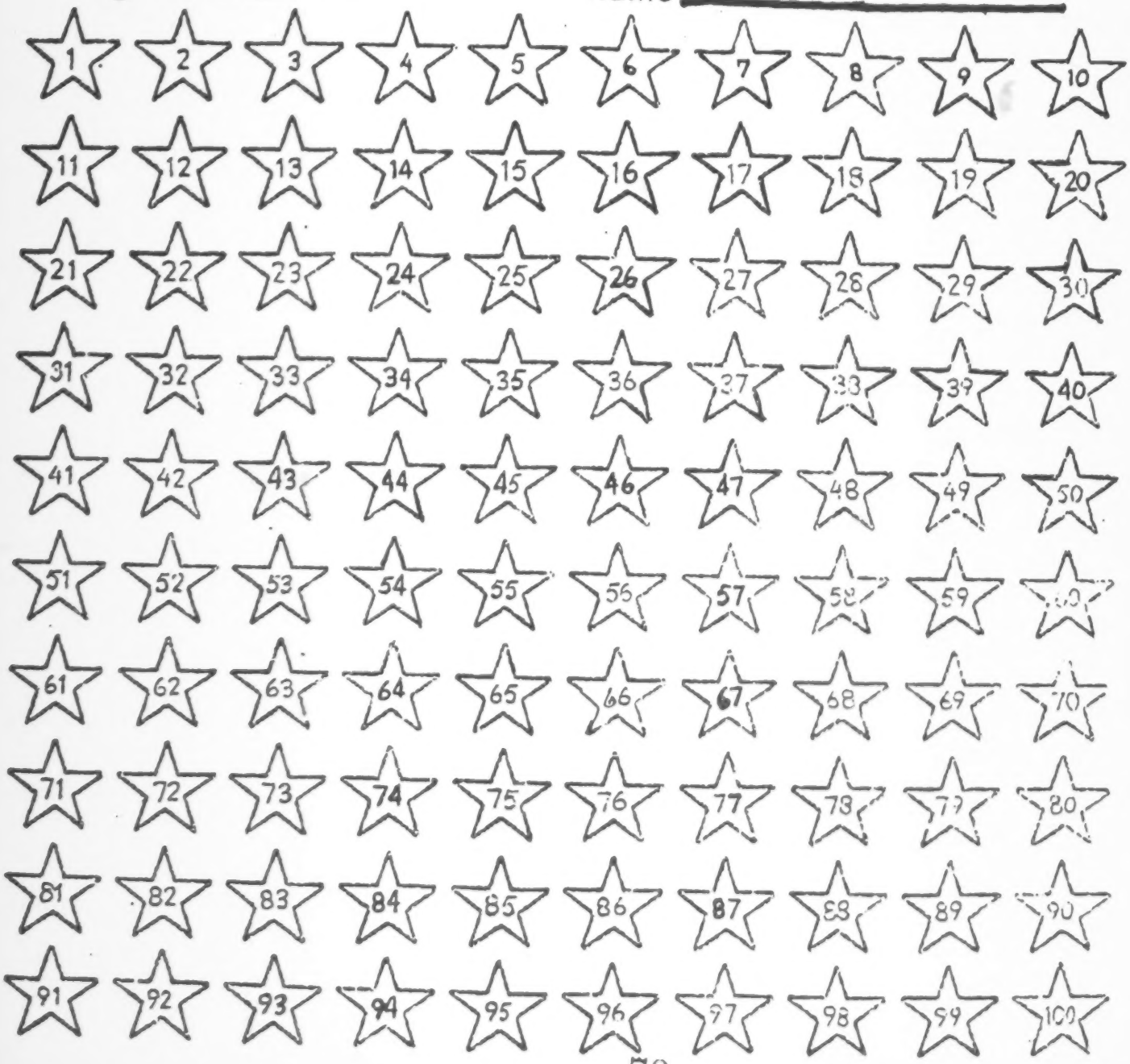
SUPER STAR COLORING CHART

APPENDIX D

Superstar

STUDENT RECORD SHEET

name _____



APPENDIX E

ORAL READING WEEKLY EVALUATION

APPENDIX E

ORAL READING WEEKLY EVALUATION

Reader's Name _____

	WEEKLY SCORES											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Did the reader select interesting material?												
2. Was the reader prepared?												
3. Did the reader speak loud enough?												
4. Did the reader read as though he was telling a story?												
5. Did the reader read at a pleasant rate?												
6. Did the reader express meaning clearly?												
7. Was the reader relaxed and have good posture?												
8. Did the reader follow the punctuation marks?												
9. Did the reader exhibit enthusiasm and expression?												
10. Did the reader look up and establish eye contact?												
TOTALS												

POINTS:

Superior	5
Very Good	4
Average	3
Fair	2
Poor	1

Judge _____

APPENDIX F

McMILLAN SERIES-R ORAL READING INVENTORY PRE-TEST AND POST-TEST GRADE SCORES

APPENDIX F

McMILLAN SERIES-R ORAL READING INVENTORY

STUDENT NAME	NUMBER OF ERRORS		PERCENTAGE OF DECREASE IN ERRORS
	PRE-TEST	POST-TEST	

APPENDIX G

ORAL READING ATTITUDE SURVEY

APPENDIX G

ORAL READING ATTITUDE SURVEY

Select one answer for each question.

	YES	NO
1. Do you like to read aloud?		
2. Are you confident when you read aloud?		
3. Do you enjoy reading orally?		
4. Do you usually stop at punctuation marks?		
5. Do you understand what you read when you read aloud?		
6. Do you like to choose your reading material by yourself?		
7. Do you really think the material you select to read orally is appropriate?		
8. Do you ever read aloud to younger children?		
9. Do you think that your oral reading is smooth?		
10. Do you think that other people enjoy listening to your reading?		

ADDITIONAL COMMENTS:

_____

_____

_____

_____ _____
Student Name Date

APPENDIX H

COMPILATION OF WEEKLY SMILEY FACES

APPENDIX H

COMPILATION OF WEEKLY SMILEY FACES

	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4	STUDENT 5	STUDENT 6
WEEK 1	1	2	1	1	2	1
WEEK 2	2	2	2	2	2	3
WEEK 3	2	3	3	2	2	3
WEEK 4	3	3	2	3	3	3
WEEK 5	4	4	3	2	3	4
WEEK 6	4	5	4	3	4	5
WEEK 7	5	4	4	2	4	5
WEEK 8	5	4	4	3	5	4
WEEK 9	4	5	4	2	5	5
WEEK 10	4	4	5	2	4	4
WEEK 11	5	5	4	3	5	4
WEEK 12	5	4	4	3	4	5

APPENDIX I

COMPILATION OF SUPER STAR RECORD SHEET

APPENDIX I

COMPILATION OF SUPER STAR RECORD SHEET

Star Received For Filmstrip Activity

	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4	STUDENT 5	STUDENT 6
WEEK 1	0	0	1	0	1	1
WEEK 2	0	0	1	0	1	1
WEEK 3	1	1	1	1	1	1
WEEK 4	1	1	0	0	1	2
WEEK 5	2	1	1	0	2	2
WEEK 6	1	1	2	1	2	2
WEEK 7	1	2	2	2	1	2
WEEK 8	2	1	2	1	2	3
WEEK 9	1	1	2	2	2	3
WEEK 10	2	2	3	1	3	5
WEEK 11	2	3	3	2	3	4
WEEK 12	2	3	4	2	3	5

APPENDIX J

RESULTS MACMILLAM SERIES-R ORAL READING INVENTORY

APPENDIX J

RESULTS MACMILLAN SERIES-R ORAL READING INVENTORY

	Pre-test	Post-test	Percentage of Decrease in Errors
Student 1	10	5	50
Student 2	8	4	50
Student 3	10	5	50
Student 4	10	6	40
Student 5	10	6	40
Student 6	10	4	60

APPENDIX K

WEEKLY EVALUATION SCORES

APPENDIX K

WEEKLY EVALUATION SCORES

STUDENT	WEEK	PEERS' SCORE	TEACHER'S SCORE
1	WEEK 1 WEEK 12	20 32	22 36
2	WEEK 1 WEEK 12	22 34	21 35
3	WEEK 1 WEEK 12	18 34	20 34
4	WEEK 1 WEEK 12	18 30	22 34
5	WEEK 1 WEEK 12	22 34	23 37
6	WEEK 1 WEEK 12	22 35	23 38

ALL STUDENTS:	MEAN:WEEK 1	20.3	21.8
	MEAN:WEEK 12	32.6	35.6